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| Lesson 1 | Introduction into textile design | | | <p><u>Lesson breakdown</u></p> <ul style="list-style-type: none"> • Introduction into textile design • What are textiles ? • What does sustainability mean • What does design mean ? – textile/design <p>Can Fashion Be Sustainable? BBC Earth - YouTube</p> <ul style="list-style-type: none"> • How does sustainability and textiles link together • Students - research and exploration of different sustainable fabrics • Explore different materials for different functions – shoes, coats, hats considering the different seasons summer, winter, autumn ,spring • Investigate if the different seasons affect the material chosen for the garment /item |
| Objectives | Introduction into the textile design. | | | |
| Outcomes | Understanding user needs and new and emerging technologies | | | |
| Time frame | 1 hour | Assessment | Detail in mind map | |
| Prior learning | Design brief, Task Analysis , culture, local context, user needs | | | |
| Key vocabulary | Product design, task analysis, design brief, sustainability | | | |
| Character and cultural development | Understand sustainability | | | |
| Skills Coverage | <p>Research – exploring analysis</p> <p>Students look at styles and genres of illustration (this could cover some of . The activity could include reference to the use of shape, pattern, texture, line, colour, stylisation, scale and composition</p> | | | |
| Extension / challenge | Explore how sustainable fabrics are manufactured | | | <p>Homework - Learners upcycle an old T-shirt. Then they bring it to class and do a ‘show and tell’ presentation, explaining what steps they took to make the new product. • Alternatively, they can make ‘How to’ videos or write step-by-step ‘How to’ guides, which can form the basis of a classroom display.</p> |

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| Lesson 2 | Create a mood board following a specification | | | Lesson breakdown <ul style="list-style-type: none"> • What is a specification? • Why is it important to have one • Analyse a specification – what does this tell us about what is needed or needs to be created • Subject specific words used and definition used in specifications • Student given different specification and asked to create a mood board on PowerPoint on initial ideas of one of the specification • Peer assessment - working in pairs students are asked to create a specification using another students mood board. Linking in with key vocabulary. Can they guess what the specification what the client needs were? |
| Objectives | Create a mood board following a specification | | | |
| Outcomes | Refine their ideas and products against a specification, taking into account the views of intended users and other interested groups | | | |
| Time frame | 1 hour | Assessment | Detailed product analysis | |
| Prior learning | Product Analysis , image manipulation | | | |
| Key vocabulary | Specification, needs, wants, definition, intent, instruction | | | |
| Character and cultural development | A specification provides clear instructions on project intent, performance and construction. It can reference the quality and standards which should be applied. Materials and manufacturers' products can be clearly defined. Installation, testing and handover requirements can be identified. | | | |
| Skills Coverage | Accurate technical drawing skills, Presentation skills, detailed analysis using a variety of sources of information. | | | |
| Extension / challenge | - How are fabrics coloured ? naturally , sustainability | | | |

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| Lesson 3 | assessment – create a specification | | |
| | develop and communicate design ideas using research to help design | | |
| Objectives | develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations | | |
| Outcomes | Specification to inform design | | |
| Time frame | 1 hours | Assessment | Specification |
| Prior learning | Recall of vocabulary from lesson 2 and structure of a specification | | |
| Key vocabulary | Functional, specification, design | | |
| Character and cultural development | Client needs and products that appeal to a certain group, avoiding stereotypical responses | | |
| Skills Coverage | ACCESS FM - understand how to reformulate problems given to them Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations | | |
| Extension / challenge | - Compare a specification from the fashion design council and create a design associated with it for your t shirt | | |

Lesson breakdown

- Introduction into assessment week
- Recap of what a specification is
- Students are asked to write a specification to help inform design of a new t shirt.
- Inform students they will be assessed on the specification, how it created, worded and is it functional It needs to be functional – *definition of functional*
- Students to submit their specification to the teacher for assessment
- Once a specification has been created students need to produce a table researching the current market of t shirts – looking at different age needs, material used and how its manufactured, function, prices and environmentally friendly t shirt (vegan) the following : ACCESS FM



Homework - upcycle an old T-shirt. Then they bring it to class and do a 'show and tell' presentation, explaining what steps they took to make the new product. • Alternatively, they can make 'How to' videos or write step-by-step 'How to' guides, which can form the basis of a classroom display.

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| Lesson 4 | Assessment feedback and alternation of specification | | Lesson Breakdown : <ul style="list-style-type: none"> • Assessment feedback • Alterations to specification following feedback • Continue to complete the access fm for the t shirt • Start to design a t shirt that matches your specification using digital software. • <i>Considering</i> • <i>Materials – sustainable materials</i> • <i>Client needs</i> • <i>Environment</i> • <i>Avoiding stereotypical responses – gender, age, shapes</i> <p>Students to make a comparison – critically analyse current t shirt designers. Shape, colour (Emma warren t shirt designer)</p> <p>Homework - Learners upcycle an old T-shirt. Then they bring it to class and do a 'show and tell' presentation, explaining what steps they took to make the new product. • Alternatively, they can make 'How to' videos or write step-by-step 'How to' guides, which can form the basis of a classroom display.</p> |
| Objectives | use a variety of approaches and to generate creative ideas and avoid stereotypical responses | | |
| Outcomes | Altered assessment feedback and start of ideas of t shirt | | |
| Time frame | 1 hour | Assessment | |
| Prior learning | photoshop design skills, typography, photoshop, material design | | |
| Key vocabulary | Typography, digital graphics ,techniques, font, Draw basic shapes (rectangle, ellipse, polygon, star) with different properties (fill and stroke, shape-specific attributes) Manipulate individual objects (select, move, resize, rotate, duplicate, flip, z-order) | | |
| Character and cultural development | Culture and traditions | | |
| Skills Coverage | use a variety of approaches and to generate creative ideas and avoid stereotypical responses | | |
| Extension / challenge | Choose a cause that's important to you and let this influence your design. For example vegan. How will this be a vegan t shirt and justify your decisions. | | |

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| Lesson 5 | To understand the impact of design on society and the environment | LESSON BREAKDOWN <ul style="list-style-type: none"> • Introduction into fast fashion • Is fast fashion becoming a problem ? • Fast fashion in numbers ... • Fast fashion: The dumping ground for unwanted clothes - BBC News - YouTube • Using visual images – students to understand the impact of fast fashion • Students to develop an awareness and understanding of the advantages and disadvantages of fast fashion. • Students continue to design their t shirt with a consideration for the materials its made from and the way its designed. • Students needs to justify their design and what they have designed and picked the colours, fabrics etc.. – does their t shirt send a message ? does their t shirt support a cause and in what way does it show this ? Fast fashion British Council BBC |
| Objectives | To understand the impact of design on society and the environment | |
| Outcomes | Fast fashion advantages and disadvantages, develop an awareness of fast fashion | |
| Time frame | 1 hour | |
| Prior learning | Rotation 1, material properties, design, sustainability | |
| Key vocabulary | Ethics fast fashion, sustainability, globalisation, trade | |
| Character and cultural development | Fast fashion and its impact on communities and society – reducing clothing waste Global impact of manufacturing of clothes | |
| Extension/ challenge | Design a leaflet that promotes ethical fashion and sustainability of materials used in fashion | Homework - Learners upcycle an old T-shirt. Then they bring it to class and do a 'show and tell' presentation, explaining what steps they took to make the new product. • Alternatively, they can make 'How to' videos or write step-by-step 'How to' guides, which can form the basis of a classroom display. |

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| Lesson 6 | Week 6 assessment - marketing your t shirt and develop a swing tag | | | Lesson Breakdown |
| Objectives | <ul style="list-style-type: none"> To review last 6 weeks and to complete a student voice To apply the knowledge gained from the design of your T-shirt to create a 'Swing-Tag' in the marketing and selling of your T-shirt | | | <p>Microsoft forms – end of unit quiz</p> <p>Swing tags are used on items that are sold in a store usually worth a high value. They are activated by a magnetic lock system which can only be triggered by passing through a security gate which will most likely be at the entrance/exit of the store. Once activated an alarm will sound alerting staff that someone is trying to shoplift. They are a simple security device that is used all throughout the worlds stores, commonly in clothing brands.</p> |
| Outcomes | Student voice and end of unit review | | | |
| Time frame | 1 hour | Assessment | Assessment of final outcome. | <ul style="list-style-type: none"> Students to see examples of different swing tags Your task today is to design on photoshop or paint a swing tag for your t shirt |
| Prior learning | Photo shop, design skills, materials and their functions, ACCESS FM | | | <p><i>A clear and creative design that matches your T-shirt design (Swing tags) • Innovative use of space • Easy to read and clear (swing tags) • Design is suitable for target audience. State if its sustainable – encourage customers.</i></p> |
| Key vocabulary | Swing tag, marketing techniques, design brief | | | <ul style="list-style-type: none"> Your t shirt design and your swing tag will form part of your end of unit grade along with the specification created Review of 6 week Student voice -written and verbal |
| Character and cultural development | Marketing for different people and cultures users | | | |
| Skills Coverage | Photoshop, manipulation of colours, sizes , scale drawings | | | |
| Extension / challenge | | | | <p>Homework - Learners upcycle an old T-shirt. Then they bring it to class and do a 'show and tell' presentation, explaining what steps they took to make the new product. • Alternatively, they can make 'How to' videos or write step-by-step 'How to' guides, which can form the basis of a classroom display.</p> |



Year 7 Design Technology 2022

Rotation 2 - fashion textiles

KS3 Subject Intent: What we want the pupils to know by the end of Year 7 in product design

Students will develop knowledge regarding society and design whilst developing key industry IT skills designing for an audience and linking in with global issues. Students will undertake research and testing to help evaluate ideas to generate fully functional design proposals. Students will develop oral and written presentation skills and be able to justify their decisions once they have completed research on cultural influences

Design : research to identify user needs: identify and solve design problems and how to reformulate the problems given. Use a variety of approaches to generate creative ideas. Design ideas using modelling and present ideas oral or digitally. Responsibility of designers and the impact of consumer choice on fast fashion.

Evaluate: test, evaluate refine ideas, take into account others feedback, understanding of the environment and impact on individuals and society

Technical knowledge : properties of materials and performance of materials, fast fashion, designing, sustainability and the responsibilities of designers.

KS3 Subject Ethos: How we reflect the Academy's core values within the Curriculum: Respect, Ambition, Resilience, Compassion The core ethos of the school is to aim to send each young person able and qualified to play their full part, and in year 7 our aim is to allow each young person to develop skills and knowledge; both in practical marking, from woodwork to food and nutrition. The students will be supported in DT with outcomes and lessons constantly adapting to suit the learners needs, in order for them to be proud with what outcomes they can achieve as they look towards the future. As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by developing their technical skills that focus on visualisation and realisation of ideas and information, with a focus on nutrition, drawing, , physical materials food - hard materials as well as knowledge and understanding of the current and emergent means of production, design and food nutrition.